

Performance Assessment and Unit Feedback Protocol

Purpose: To review and refine performance assessments and unit design, both pre- and post assessment.

Preplanning:

- Time: Approximately twenty-five to thirty minutes
- Group Size: Two Teams (Size May Vary)
- Necessary Materials:
 - Completed Performance Assessment Template (to include assessment)
 - Accompanying Rubric(s)
 - A Means to Record Observations and Notes
- Recommended Roles: Facilitator, Presenter, Recorder, Timekeeper

Norms:

- Remember, this is someone's hard work. Treat it as your own.
- Actively listen and utilize positive language (I'm wondering about . . .).
- Respect the allotted time and the various roles.
- Constantly consider, How do we strengthen this learning experience for students?
- Ensure time is kept to debrief.

Process:

1. Review the preplanning with the team. (1-2 minutes)
2. Initial Overview: Presenter (or presenting team) shares an overview of the unit, with specific focus on the competencies/essential standards, planned performance assessment and possible formative assessments specific to learning targets, and the rubric. Group members listen. (7 minutes)
 - a. Guiding Question to be Considered: Is the *Through Line* Evident? The through line represents consistency in the competencies/standards, what the assessment will elicit, and what the rubric intends to score.
3. Clarifying Questions: Group members are provided the opportunity to ask any questions they may have. (3 minutes)
4. Additional Presenter Information Provided: Presenter or presenting team provide additional detail related to the following (7 minutes):
 - a. Student engagement and ownership in the learning (Students will be able to show what they have learned by . . .)
 - b. Considerations for complexity and rigor (By having the students engage in this way [described], we are able to demonstrate DOK . . .)

- c. Considerations for those furthest from accessing learning (The UDL concepts we included in this assessment are . . .
The accommodations/allowable modifications to allow students to access this assessment include . . .)
 - d. Potential areas the presenting team is unsure of or wondering about (specifically, where you would like feedback)
5. Group Feedback: The group provides feedback to the presenter/presenting team (5 minutes)
- a. Have you considered . . . ?
6. Presenter Debrief: Presenter shares what they have learned from the process and what changes may be made. (3 minutes)
7. Group Debrief: Group members share what they have learned from the process and how this learning may impact their own work. (3 minutes)

Source: Adapted from Center for Collaborative Education. (2012). Quality performance assessment: A guide for schools and districts. Boston: Author.